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ABSTRACT

Presented are procedures and selected results from an evaluation and audit of the Special Day Program for elementary level educationally handicapped students in a California school district. It is explained that the purpose of the three special day classes was to provide an intensive remedial program for students with severe learning disabilities. Described are three alternative program evaluation services, the reasons for selection of an educational program audit approach, and the seven stages in the audit process. Provided for selected program objectives are examples of interim and final evaluation and audit report statements. Among findings reported are that individual instructional activities were prescribed for each student in the program and that objectives were met regarding student gains on the Metropolitan Achievement Test and the Gilmore-Oral Reading Test. Suggested references for an educational program evaluation and audit are listed. Appendixes include a social adequacy scale and examples of objectives from the audit plan. (LS)

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ARE WE HELPING OUR EDUCATIONALLY HANDICAPPED STUDENTS?

by

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This paper is a joint contribution of the Division of Program Evaluation, Research and Pupil Services of the Los Angeles County Superintendent of Schools and the Management and Staff team of the Program for Educationally Handicapped Students of the Claremont Unified School District with the above two people acting as authors.

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County Personnel:

Dr. James Vogler and Mrs. Mary Hearne provided consultant services to the EH Management and staff team in planning the program evaluation. This included assistance in writing product and process objective and in developing the management plan and time line.

Mr. Antonio Corona provided assistance with statistical data analysis.

District Personnel:

Dr. Richard S. Kirkendall, Superintendent
Dr. Margaret G. Hodder, Assistant Superintendent; EH management and staff team leader
Mr. Dennis Mann, Site Administrator and Program Director
Mrs. Ann Brown, Teacher of Educationally Handicapped Students
Mr. Lyman Carney, Teacher of Educationally Handicapped Students
Mrs. Judy Moffet, Teacher of Educationally Handicapped Students

ARE WE HELPING OUR EDUCATIONALLY HANDICAPPED STUDENTS?[1]

SECTION I

INTRODUCTION

Due in part to an impending organizational change in the Special Day Program for the educationally handicapped students in Claremont Unified School District, the decision was made at the Claremont District Office to evaluate and audit the Educationally Handicapped Program. Accordingly, an E. H. Program Management and Evaluation Team was formed that included the assistant superintendent, the program director, the program evaluator, and the teachers of educationally handicapped students. In addition to its own efforts, the Evaluation Team contacted the Division of Program Evaluation, Research, and Pupil Services at the Office of the Los Angeles County Superintendent of Schools to request the assistance of consultants in planning the evaluation and conducting of the audit of the Educationally Handicapped Students Program.

Of course, the immediate challenge that presented itself to the evaluation team and to the consultants was how to best operationalize the goal statement of "assisting those students to improve academically, socially, and emotionally so they will be able to function adequately and to their fullest potential..."

The evaluation team and consultants wrote product and process objectives which required the use of both formative and summative evaluation monitoring and reporting. The two interim evaluation reports were presented by the evaluator to the Evaluation Team in November 1974 and March 1975. The two interim audit reports were presented by the auditor in January and April, 1975 to the Evaluation and Management Team. For the summative aspect of the evaluation, the evaluator and the auditor presented their final reports to the Evaluation and Management Team in June, 1975.

Whereas the evaluation of an educational program typically focuses on students whose level of learning handicaps range from very little (those who are gifted) to moderate (those who are culturally or economically disadvantaged), this evaluation and audit focused on those students in the district who "have the most severe learning handicaps and have been in other district programs without overcoming deficits".

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[1] This paper, "Are We Helping Our Educationally Handicapped Students?" is the written portion of an oral and written presentation that was delivered at the 1975 Annual California Educational Research Association Conference held on November 12 and 13 in San Diego.

SECTION II

THE SPECIAL DAY PROGRAM FOR EDUCATIONALLY HANDICAPPED STUDENTS

Goals

Through the program evaluation and audit, the Management and Staff of the special day classes for Educationally Handicapped (EH) students at Mountain View School attempted to assess the effectiveness of their program as it related to the District and Program goals.

In formulating program objectives, these two goals were considered:

a) Instructional Program Goal for the Claremont Unified School District:

"The primary goal of our school is a sound basic education in major subject matter areas upon which each student may build his future both as an individual and as a member of society."

b) Goal for the Educationally Handicapped Program:

"The basic philosophy of programs for under-achieving pupils is to assist them to improve academically, socially and emotionally in order for them to function adequately and to their fullest potential in a regular classroom setting."

Educational Program Audit

The in tandum use of the evaluation and audit required that the internal Program Evaluator (Patricia Lotz) monitor the progress toward attainment of objectives in the special day classes. The original objectives, designed by the EH program staff in the Spring of 1974 with the help of County Consultants, were to be fully implemented during the 1974-75 school year. Results of the internal evaluation were reported to the County Auditor (Dr. Donald Kester) who made on-site visits to the District to determine the validity of results reported in the internal evaluations. Examples of interim and final evaluations and audit statements are contained in Sections IV and V of this paper.

Special Day EH Program

Throughout this paper, there is reference to the "EH Program." The term "EH Program" should not be confused with the Learning Assistance Program (Learning Disability Group) which provides small-group instruction for EH students but on a partial-day basis where the child still spends a majority of his day in the regular classroom. The evaluation and audit of the "EH Program" being discussed here includes only an evaluation and audit of the Special Day EH Program where students with severe learning disabilities are referred if they are unable to succeed in overcoming deficits with the help of the partial-day Learning Assistance Program.

The thrust of the three special-day EH classes at Mountain View Elementary School was to provide an intensive remedial program and therefore class size was limited to 12 students. Because there were only 36 spots available in these classes for the entire District, the Program was limited to those children with the most severe learning handicaps. These children had been filtered through other program or building strategies without overcoming deficits.

Some students remained longer in the EH classes than others; the average placement was from 2 to 3 years. As stated earlier, the goal of these special classes was to work toward successful integration as soon as possible; nevertheless, the decision was geared to the individual needs of the child on the basis of his academic and social growth.

SECTION III

THE EDUCATIONAL PROGRAM AUDIT SERVICE

WHAT ARE THE THREE PROGRAM EVALUATION SERVICES NOW OFFERED?

In the acknowledgement section of this paper it was mentioned that three evaluation services have evolved in the Los Angeles County Office. These services offered through the Division of Program Evaluation, Research, and Pupil Services are: (1) Educational Program Evaluation Planning Assistance, (2) Educational Program Audit Assistance, and (3) Direct Evaluation Assistance. These three services are defined as follows:

I. Educational Program Evaluation Planning Assistance

Local educational agencies may elect to receive Educational Program Evaluation Assistance prior to having an audit of a program. Educational Program Evaluation Assistance is a service which is intended to strengthen the internal process of evaluation in a local educational agency. In collaboration with a county consultant, the local evaluator designs an effective evaluation system with appropriate statistical procedures which includes development of performance objectives, process objectives, evaluation specifications, the evaluation design, and related documents.

II. Educational Program Audit Assistance

Local educational agencies may elect to have an Educational Program Audit. The Educational Program Audit is a performance control process based upon external reviews conducted by qualified outside consultants. It is designed to verify the results of the evaluation of an educational program and to assess the appropriateness of evaluation procedures used for determining the effectiveness of the operation and management of the program.

III. Direct Evaluator Assistance

An evaluator at a local educational agency may elect to receive Direct Evaluator Assistance in the area of research and technical support including statistical data analysis, data synthesis, and evaluation report writing and interpretation.

Appreciation is expressed especially to Dr. Jean Wiener for her approach and major contribution to the development of the following questions and answers.

WHY HAVE AN AUDIT? WHAT MIGHT RESULT FROM IT?

1. The identification of clearer definitions of program personnel responsibilities.

2. The gathering of needed baseline data on the level of success of an educational program.

3. The determination of test scoring discrepancies.

4. The identification of model or "turnkey" programs which deserve to be developed and expanded.

5. The identification of areas of inservice training.

6. The enhancing of credibility for the program and for the local educational agency.

WHAT ARE THE PROFESSIONAL ROLES OF THE EDUCATIONAL PROGRAM AUDITOR?

The educational program auditor brings a relatively new professional role to education. He serves as a third party, free of local ties and interests, who verifies the results of the internal evaluation of an educational program.

THE AUDITOR IS:

1. Independent from the program to be audited.

2. A reviewer and not a decision-maker.

3. A reporter and an observer.

4. A professional who exercises care and integrity in performing the audit examination and in preparing audit reports.

5. Equipped to innovate within his own profession and to encourage reforms in the schools.

WHAT ARE THE STAGES IN THE AUDIT PROCESS?

STEP A: Optional Pre-Audit Assistance:
Educational Program Evaluation Assistance

Local educational agencies may elect to receive Educational Program Evaluation Assistance prior to having an audit of a program. Educational Program Evaluation Assistance is a service which is intended to strengthen the internal process of evaluation in a local educational agency. In collaboration with a county consultant, the local evaluator designs an effective evaluation system with appropriate statistical procedures which includes development of performance objectives, process objectives, evaluation specifications, the evaluation design, and related documents.

Step 1 - Orientation

Orientation sessions to the audit may be conducted for local educational agency personnel.

Step 2 - Review of the Total Program

The product and process objectives, the evaluation specifications, the design management plan, time frame, and related documentation are reviewed to ensure the auditability of the program.

Step 3 - Development of the Audit Plan

The audit plan is a planning and operational control document for the auditor and a quality and management control document for both the local program director and the local program evaluator. This plan indicates the techniques, schedules, processes, and procedures which the auditor will use in judging the adequacy of the evaluation process and in verifying the evaluation findings. One method of random sampling frequently used is matrix sampling.

Step 4 - The Audit Contract

The audit contract is a written agreement between the local education agency and the Los Angeles County Superintendent of Schools Office. The purpose of the contract is to make explicit the conditions of the audit agreement. One section, for example, is the Assurance of Confidentiality section.

Step 5 - On-Site Visit(s)

Typically, the auditor makes one announced on-site visit and one unannounced on-site visit. During on-site visits, the auditor collects firsthand data as identified in the audit plan and for the purpose of ascertaining the degree of attainment of process objectives.

Step 6 - Interim and Final Audit Reports

Typically, the auditor presents an interim report following each on-site visit and a final audit report following the receipt of the final evaluation report. The final audit report is presented to the program evaluator, program director, and superintendent, usually within twenty working days of receipt of the final evaluation report. All of the reports are confidential and presented to only the program evaluator, program director, and superintendent.

Step 7 - Exit Interview and Local Educational Agency Evaluation of the Educational Program Audit Service they have Received

It is recognized that the audit process should itself be evaluated by those who recieve the service.

SECTION IV

EXAMPLES OF INTERIM EVALUATION AND AUDIT REPORT STATEMENTS

In this section the reader will find examples of statements made by the evaluator in the first and second interim evaluation reports together with statements made by the auditor in the first and second audit reports. The format for the presentation of these statements will be as follows: first the program objective will be stated; then the evaluation findings; and finally the audit findings.

PART I
EXCERPTS FROM THE FIRST INTERIM REPORTS

Product Objective 1.1

All EH students in the special day classes for EH students taken together as one group (exclude 4 students who scored highest on the pretest) will have a posttest standard score mean that is statistically significantly different (p .10) from the pretest standard score mean as measured by the Metropolitan Achievement Test (Test 1).

Evaluation

All pre-tests were administered, scored, and recorded according to dates specified on the time-line.

Audit

During the auditor's on-site visit to the EH program evaluator's office, the evaluator provided the auditor with the Metropolitan Achievement Test booklets and a summary sheet which showed MAT Test 1 pretest scores for every EH student. Subsequent to the auditor's on-site visit, the auditor selected a sample of sixteen MAT Test 1 test booklets to rescore. Rescoring of original test booklets was done to provide information as to the amount of scoring discrepancy that exists between the scores obtained by program personnel and those obtained by the auditor. The results of the auditor's rescoring of the MAT Test 1 test booklets are shown in Table 1 below.

Table 1 ---- Scoring Discrepancies for the MAT Test 1 Pretests

Sample Size	Scoring Discrepancies		Amount of Scoring Discrepancies			Mean Discrepancy
	Number	Percent	1 or 2 Points	3 to 5 Points	More than 5 Points	
16	0	0	0	0	0	0

Of the sixteen MAT Test 1 test booklets in the auditor's sample, there were no discrepancies between the MAT Test 1 total scores obtained by program personnel and the MAT Test 1 total scores obtained by the auditor. This is an unusual situation. The usual experience during program audit is one in which there are differences between the scores obtained by program personnel and those scores obtained by the auditor. In fact, in the usual situation, scoring discrepancies value 15% to 20% and this auditor has seen scoring discrepancies of 70% to 100%.

The auditor does note that this objective speaks of pre to post-test gain of standard score means whereas the test score summary sheet provided by the evaluator lists pre test scores in grade equivalents.

Recommendation:

Consider whether standard scores or grade equivalents, or both, should be used in regard to the determination of gain on the Metropolitan Achievement Test - Test 1.

Of course, whether or not this objective has been attained can be determined only toward the end of the program evaluation next spring. It does now appear to the auditor that the pretesting and test scoring/recording processes necessary to the attainment of this objective are satisfactory and proceeding on schedule.

Process Objective 4.0

Each EH student in the EH program will be prescribed individual instructional activities, based on his educational plan, selected from the master list of methods and materials.

Evaluation

A. The Program Evaluator visited each of the three special day classes and verified the teacher's use of daily planning sheets which list individually prescribed instructional activities for each student. These planning sheets are in the form of an "Affirmative Check-out Sheet" or "Weekly Lesson Plan". Each teacher uses these forms somewhat differently upon the needs of the child.

B. The general classroom routine and activities are recorded on the Master Schedule of activities. Each teacher keeps this Master Schedule in the substitute teacher's folder and this was also verified at the time of the visit.

Audit

During the on-site visit to each of the three EH teachers' classrooms, the auditor saw the prescribed individual instructional activities for three EH students that were selected at random. From the data generated as a result of seeing individual instructional activities which had been prescribed for the nine randomly selected EH students, the auditor reports that this objective was attained.

Process Objective 5.1

The Psychologist Evaluator will administer Myklebust Picture Story Language Test to all EH students as a pretest in September 1974.

Evaluation

The Psychologist administered the Myklebust Picture Story Language Test to all 32 students included in the audit sample during the period of pretesting (September 16 through 25, 1974). The record sheets and summary of scores are on file in the Psychological Services Office.

Both the productivity scale and the abstract/concrete scale of the Myklebust Test were used to assess written expression of the EH students. The productivity score is simply a count of the total number of words written by the child. In using the more sophisticated abstract/concrete scale, there is some measure of cognitive development. However, because written expression is one of the most advanced stages of language development, many EH students are deficient in this area since they are delayed in the sub-hierarchies of reading or even verbal expression. With this fact in mind, norms for dyslexic children were used to interpret percential equivalents from raw scores.

Audit

The psychologist-evaluator answered "yes" when the auditor asked, "Did you administer the Myklebust Picture Story Language Test to all the EH students as a pretest in September, 1974?" The attainment of this objective was further verified by the fact that all of the test booklets, answer sheets and summary sheet were available to the auditor as of November 25, 1974. The auditor reports that this objective was attained.

Process Objective 6.1

Each EH Classroom teacher will administer the Metropolitan Achievement Test I to all of his or her EH students as a pretest in September 1974.

Evaluation

The Program Evaluator verified the administration of Metropolitan Achievement Test I during the pretesting period to selected students in the audit sample. Four students were excluded from the audit sample because they scored at the ceiling level on the pretest. The test booklets and summary of scores are on file in the Psychological Services Office.

Metropolitan Achievement Test I measures Word Knowledge where the child must identify words through association. Three equivalent forms of Metropolitan Test I and II were available depending on the needs and level of the child. These forms included the regular edition and i.t.a. edition of the Primary I battery (form A) and the Primary II battery (form A).

Audit

All three EH teachers answered "yes" three times when asked, "Did you administer the following tests to all of your EH students as a pretest in September, 1974: (6.1) The Metropolitan Achievement Test I, (6.3) The Metropolitan Achievement Test II, and (6.5) The Social Adequacy Scale?" The attainment of this process objective was further verified by the fact that the Metropolitan Achievement Test booklets with summary sheet and the Social Adequacy Scale answer sheets with summary sheet were all available to the auditor upon his request on November 25, 1974. Thus, the auditor reports that this objective was attained.

Process Objective 7.0

Each EH Classroom teacher will receive the direct assistance of a paid instructional aide for a minimum of 3 hours each day at least 90% of the school days in session.

Evaluation

A. The program evaluator examined the daily schedule of paid instructional aides assigned to the EH classes. The scheduled duties include three hours of direct assistance to EH teachers each day.

B. In visiting the EH teachers, all three of them substantiated the fact that they are receiving assistance from aides for three hours per day. The instructional aides do direct work with EH students in addition to activities outside the classroom at the request of the teacher.

Audit

The auditor reviewed the daily schedules of the instructional aides who were working with the EH teachers. The schedules did indicate that each EH classroom teacher was receiving the direct assistance of a paid instructional aide for at least 3 hours per day for at least 90% of the days school had been in session. In addition, all three EH teachers answered "yes" when they were asked if they had the direct assistance of a paid instructional aide for the time indicated. Thus, the auditor reports that this objective was attained.

PART II
EXCERPTS FROM THE 2ND INTERIM REPORTS

Process Objective 8.0

Each EH Classroom teacher will make available at least 1 individual conference with a parent or guardian of every one of his or her EH students.

Evaluation

The Program Evaluator asked the teachers to submit a schedule of parent conferences which were held in November of 1974. After receiving the schedules each teacher was asked about the appointments to verify whether the parent(s) had been present on the date specified. Personal conferences were held with parent(s) of 31 students; only one parent declined the offer of a personal conference therefore one report was made by phone.

Audit

All three EH classroom teachers answered affirmatively when asked if they had made themselves available for at least one individual conference with a parent or guardian of every one of his or her EH students. Each of the EH classroom teachers was able to show the auditor his or her parent conference summary sheet.

The auditor reports that this objective is being attained.

Process Objective 10.0

The Psychologist will be available to consult with EH class teachers a minimum of one hour every other week.

Evaluation

A. The Program Evaluator, in checking her schedule of appointments noted that a meeting for consultation with EH teachers had been provided at least every other week from November 4, 1974 through February 25, 1975, the period of this report.

B. The EH classroom teachers confirmed the fact that the consultation meetings did occur.

Audit

All three EH classroom teachers reported the psychologist was available to consult with them at least one hour every other week. In addition, the auditor examined the program evaluator's schedule of meetings with the EH classroom teachers.

The auditor concurs that this objective is being attained.

Process Objective 11.0

The Project Director will confer weekly with the EH class teacher concerning the implementation of the program.

Evaluation

A. The Program Evaluator met with the Project Director to review his schedule of appointments and noted the weekly dates for consultation with EH teachers. There are also informal meetings with individual teachers, at any time when necessary, as an ongoing process throughout the year.

B. In checking with each of the teachers, they reported to the Program Evaluator that weekly meeting did occur with the Project Director. In fact, the Program Evaluator was present at a majority of these meetings for a combined agenda concerning individual students in the program.

Audit

All three EH classroom teachers reported that the project director conferred weekly with them concerning the implementation of the program. The project director's schedule clearly showed EH program-related conferences for each week except the week of March 3, 1975.

Although the one EH-related meeting was not clearly labeled "EH", the auditor concurs with the evaluator that this objective is being achieved. The auditor recommends that a clear label of "EH" be used as was used for earlier notation in the project director's schedule.

SECTION V

EXAMPLES OF FINAL EVALUATION REPORT STATEMENTS AND FINAL AUDIT REPORT STATEMENTS

In this section the reader will find examples of statements made by the evaluator in the final evaluation report together with statements made by the auditor in the final audit report. The format for the presentation of these statements will be as follows:

Part I: excerpts from the final audit report which include a table summarizing audit findings for all product objectives.

Part II: final evaluation report statements made about the attainment level on one representative product objective.

PART I
EXCERPTS FROM THE FINAL AUDIT REPORT

1. Review of the Evaluation and Audit Plans

   Shortly after school began in the 1974-75 school year, the auditor met with the program director, the program evaluator, and the three teachers who teach the educationally handicapped students. Later, the auditor met with the evaluator, the director, and the coordinator of special programs. At those two meetings, phraseology of the objectives and other evaluation procedures were discussed. A program audit plan was developed and agreed to by local program administrators and the external program auditor.

2. Auditor's Opinion Regarding Program Evaluation Plan Elements

   The auditor concurs with the proposed evaluation instruments, data collection, data analysis and data presentation procedures described in the program evaluation plan.

3. Results of the Auditor's External Review of the Program's Attainment Level

   This section presents the results of the auditor's external review of the attainment level relative to "how well the students in the Claremont Educationally Handicapped Program achieved" in terms of the six program outcome or program product objectives. In addition, this section presents the results of the auditor's reviews of the attainment level on activities that were to be accomplished by program personnel. Since these activities were to be accomplished in the later stages of the program, their attainment levels are reported in the Final Evaluation Report and this Final Audit Report.

Table 2 -- Data Presentation and Conclusions on "How Well Did the EH Program Students Do?"

Product Objective Number	Attainment Level Specified in the Objective	Attainment Level Actually Achieved	Evaluation Conclusion	Audit Statement
1.1	p=.10 on the Metropolitan Achievement Test --Test 1	p=.01	Objective Attained	Concur
1.2	p=.10 on the Metropolitan Achievement Test --Test 2	p=.01	Objective Attained	Concur
2.0	3 months on the Gilmore-Oral Reading Test Accuracy Level	7 months	Objective Attained	Concur
3.1	5 percentile points on the Myklebust-Productivity Scale	2.5 percentile points	Objective Not Attained	Concur
3.2	5 percentile points on the Myklebust-Abstract/Concrete Scale	2.5 percentile points	Objective Not Attained	Concur
4.0	0.5 of a level on the Social Adequacy Scale	0.96 of a level	Objective Attained	Concur

The auditor agrees with the following statement in the Final Evaluation Report which relates to the non-attainment of Product Objectives 3.1 and 3.2, "...that failure to meet...(these objectives)...is due to the fact that differences were evaluated in terms of median gain rather than the stronger statistical measure of mean gain."

Recommendation:

In the future, program personnel should use mean gain on the Myklebust Picture Story Language Test as well as on the other tests in their determination of program effectiveness.

In fact, a post-hoc determination of pre and post means and pre to post mean gain was made for both the Myklebust Productivity and the Myklebust Abstract Concrete Scales. These values are shown below in Table 3.

Table 3 -- Post-Hoc Values of Pre and Post Test Means and Mean Gain on the Two Myklebust Scales

Scale	Pretest Mean	Posttest Mean	Mean Gain	Significance Level
Productivity	9.2	22.2	13.0	$p<.01$
Abstract/Concrete	6.8	9.0	2.2	$p<.01$

PART II
EXCERPTS FROM THE FINAL EVALUATION REPORT
(Representative Product Objective 2.0)

"All EH students in the special day classes for EH students taken together as one group (K-6) will attain a mean gain of at least 3 months between pre and posttest administration of the Gilmore Oral Reading Test (accuracy grade equivalent)"

Evaluation

The Gilmore Oral Reading Test was selected to supplement information on specific reading skills which are measured with the Metropolitan Achievement Test I and II. On the Gilmore Test, the student is required to read orally paragraphs of increasing difficulty until he reaches a point where 10 or more reading errors are made. These errors include: hesitations, repetitions, omissions, substitutions, insertions, mispronunciations, and disregard of punctuation.

In the Evaluator's judgment, the Gilmore Test more accurately reflects the type of reading skill demanded for achievement in the classroom. In addition, it provides a wider range of reading levels all the way from primer level (or grade equivalent of 1.1) up through grade equivalent 9.8+. In other words, this test does not have the limiting effects of ceiling factors for students who may exceed the range of 4.9 which is the highest possible on the Metropolitan Test.

The only disadvantage of the Gilmore Test was for those students currently learning to read by the method of Initial Teaching Alphabet (i.t.a.). The Gilmore is presented in only one standard form which would probably be reflected in lower scores for children accustomed to reading everyday in the i.t.a. symbols.

Another difference between the Gilmore and Metropolitan Tests was in their administration. The Gilmore must be administered individually and this was completed by the psychologist acting concurrently as Project Evaluator. The Metropolitans were administered to children in groups -- it has been the experience of the EH Staff that children with severe learning disabilities do not perform well on any type of group test. This is yet another reason for predicting greater accuracy with the results from the Gilmore Test.

Product Objective 2.0 refers to accuracy scores from the Gilmore Oral Reading Test and these results are reported in Table III for a combined sample of N = 30. Results on scores for Reading Comprehension as measured by the Gilmore are reported in Table IV for additional information even though not required in the Audit Plan.

Table III
Gilmore Oral Reading Test (Accuracy)

Raw Scores				Difference Statistics		Paired T	Significance Level
Pretest Mean	S.D.	Posttest Mean	S.D.	Mean	S.D.		
10.50	11.35	18.47	14.14	7.97	6.18	7.06	P = .01
Pretest Grade Equiv.		Posttest Grade Equiv.		Gain			
1.9		2.6		0.7			

Table IV
Gilmore Oral Reading Test (Comprehension)

Raw Scores				Difference Statistics		Paired T	Significance Level
Pretest Mean	S.D.	Posttest Mean	S.D.	Mean	S.D.		
17.77	7.40	23.00	8.20	5.23	5.60	5.12	P = .01
Pretest Grade Equiv.		Posttest Grade Equiv.		Gain			
2.3		3.6		1.3			

The results reported in Table III are significant at the level P = .01. However, Product Objective 2.0 is stated in terms of a grade equivalent estimate predicting 3 months growth in reading accuracy in the 8 school months between pre and posttests. The reader should keep in mind that these children in the special day EH classes are ones with severe learning disabilities and

one would not normally expect average growth. In a regular classroom, one might predict for the average child 8 months growth in reading accuracy for 8 months in school.

The EH staff was pleased to learn that the combined scores for all the EH students reflect a growth of 7 months in reading accuracy as expressed in a grade equivalent difference. This is nearly twice the growth predicted in Product Objective 2.0 and even more important, the growth is nearly that which could be predicted for a child without severe learning deficits. In other words, it seems apparent that these students in the special classes are learning to read when previously they had been unsuccessful learners in other programs in which they participated.

The results in Table IV for Reading Comprehension indicate a growth of 13 months in only eight school months. The students are improving in understanding what they read as well as word attack skills for accuracy, word knowledge, and word discrimination.

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Appendix 1

SOCIAL ADEQUACY SCALE

SPECIAL EDUCATION - Mountain View School, Claremont, California

NAME _____

1st Rating _____

2nd Rating _____

BEHAVIOR SCALE	Low	1	2	3	4	5	6	7	High
SOCIAL ADEQUACY SCALE									
Group Interaction - Play									
Parellel play									
Play with individuals									
Play with groups									
Takes turn									
Shares									
Cooperates									
Group Interaction - Class									
Participates									
Relates									
Listens									
Self Control									

CODE: Red - 1st rating
Green - 2nd rating
* - not applicable to this child

This Social Adequacy Scale was authored by Mr. Lyman Carney, teacher of Special Day E.H. Class, Mountain View School.

CLAREMONT SPECIAL DAY PROGRAM FOR THE EDUCATIONALLY HANDICAPPED

	PROJECT PERSONNEL RESPONSIBILITIES			AUDITOR RESPONSIBILITIES				
TARGET	TASK	MEASURE	DATE	AUDIT SAMPLE	DATE	ANALYSIS	REPORT	DATE
Examples of Product Objectives								
2.0 All EH students in the special day classes for EH students taken together as one group (K-6)	will attain a mean gain of at least 3 months between pre and post test administration	Gilmore Oral Reading Test (accuracy grade equivalent)	Sept. 25, 1974	Sample of Gilmore Oral Reading Tests (accuracy) plus summary sheets	Nov. 25, 1974	Compute audit sample means and mean gain	First Interim	Jan. 1975
4.0 All EH students in the special day classes for EH students taken together as one group (K-6)	will have a pre to posttest raw score mean gain of at least 0.5 levels	Locally Constructed Social Adequacy Scale	Sept. 24, 1974	Sample of Social Adequacy Scales	Nov. 25, 1974	Compute audit sample means and mean gain	First Interim	Jan. 1974
Example of Process or Acitivity Objective								
1.0 Every EH student in the EH program	will have been given psychological diagnostic evaluation consisting of one of the following; a. WISC or Stanford-Binet b. Bender-Gestalt c. WRAT and/or Gilmore Oral Reading Test	Test protocol or original report filed in confidential psychological file in district office. Copy of report filed in confidential school file in Mt. View School Office.	Sept. 24, 1974	Test protocol or original report filed in confidential psychological file in district office. Copy of report filed in confidential school file in Mt. View School Office.	Nov. 25, 1974 Possibly by March 17, 1975	Report degree of attainment or agreement	First Interim Second Interim	Jan. 197 April 1975

Appendix 3

DIVISION OF PROGRAM EVALUATION, RESEARCH, AND PUPIL SERVICES

Program: Educational Program Audits

PROGRAM OBJECTIVES

Office Goals: Nos. 1, 4, 7

Division Goals

Program Objectives	Target Population	Program Activity	Time Frame	Measurement Criteria	Rationale
Conduct Educational Program Audits *	District Personnel	1. Orientation of district personnel to the Audit Process	July, 1974-Sept. 1975	1. Auditor's monthly report	1. To define and facilitate the Audit Process
		2. Receive completed program proposal from EPE		2. Auditor's check sheet	2. To initiate the Audit Process
		3. Review evaluation design** with district personnel		3. Auditor's written review of evaluation design or, if presented orally, the auditor's monthly report	3. To determine whether or not the program is auditable
		4. Agreement to audit plan by district personnel		4. Completed audit plan	4. To supply control document to district personnel as well as auditor
		5. Prepare audit contract		5. Audit contract	5. a. To provide a model; b. Specify the obligations of the parties
		6. Prepare on-site data collection materials		6. The on-site data collection materials	6. To facilitate the collection of data
		7. Conduct on-site visits per audit plan		7. Auditor's monthly report	7. To secure firsthand data for verification
		8. Collect data		8. Data on hand	8. To secure firsthand data for verification
		9. Evaluate data		9. Interim and final audit reports	9. To provide verification
		10. Present interim audit reports per audit plan		10. The interim audit report	10. To provide process feedback to district personnel
		11. Distribute interim audit evaluation questionnaire		11. The returned questionnaires	11. To provide process feedback to the auditor
		12. Present final audit report		12. The final audit report	12. To provide verification and feedback for possible program modification to district personnel
		13. Distribute final audit evaluation questionnaire		13. The returned final audit evaluation questionnaire	13. To provide feedback to the auditor

Appendix 3

* Eductional Program Audit

A performance control system based upon external reviews conducted by qualified, outside technical assistance designed to verify the results of the evaluation of an educational program and to assess the appropriateness of evaluation procedures for determining the effectiveness of program operation and management.

**Evaluation Design includes the following components: 1. Product Objectives; 2. Process Objectives; 3. Management Plan; 4. Calendar of Events; 5. Instrumentation; and 6. Budget.

Appendix 4

CHILD "A"

Pre Test: September 17, 1974

He is plaing/he is having fun

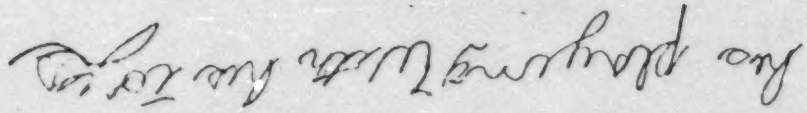
Post Test: May 5, 1975

Ones a boy about 12 years old was playing/and house/and he was having fun/and he likes to read books/and and he looks for to to me but he makes the best of it.

Appendix 4

CHILD "B"

Pre Test: September 17, 1974



*This child actually wrote upside down on the pre test.

Post Test: May 5, 1975

The little Boy is PLAYING with his TOY DOLLS

AND he has A TABLE AND Chairs. Chair set

Appendix 4

CHILD "C"

Pre Test: September 17, 1974

Joe is playing doll house. He is 3 years old. He is sick.

Post Test: May 5, 1975

he is playing with the dolls/ he looks like he is waiting for his birthday party/ and his got the doll from his grandma and he also got the furniture from the grandpa/ and the rest of the toys from the mommy and the.

Appendix 4

CHILD "D"

Pre Test: September 23, 1974

playing before dinner and having fun
pn m bec for birish haeingtan

Post Test: May 8, 1975

dinner served
The dinr is srrz/
baby crying
the bady is king/
girl sitting down
the grol is singdoun/
father helping
but the fame is hep/
the dog is pigi
black
it is blak